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FUTURE OF DESIGN EDUCATION

Over the past 15 years, I have studied how emerging technologies shape design trends and influence creative processes and cultural perception. Several themes define this evolution and signal how design education must adapt: the growing role of Artificial Intelligence and real-time data; flexible, sliding-scale teaching models tailored to individual learners; and the increasing integration of digital systems into daily life as screens dissolve into fully immersive experiences.

AI will significantly reshape design education by shifting the designer's role from producer to strategist, curator, and systems author. As intelligent tools integrate across the creative process, curricula will focus less on generating artifacts and more on orchestrating relationships among data, technology, material systems, and human experience. My research approaches this future through two connected bodies of work: the Intelligent Interior Design Framework (IIDF) and the development of You-Centralized virtual community art spaces. Together, these projects outline a pedagogical model grounded in adaptability, inclusivity, evidence-based design, and human-centered technological integration.

The IIDF offers a domain-driven approach aligned with the conditions of intelligent environments. Organized around Smart Geometry, Ambient Intelligence, and Information Modeling, the framework mirrors how emerging spaces function as fluid, data-responsive environments that are shaped by continuous feedback. In educational settings, the IIDF transforms studios into adaptive research spaces where students define methodological pathways rather than follow rigid processes. This prepares them to work within hyperconnected systems, critically assess new tools such as AI, and design spaces that evolve with cultural and technological change. AI's capacity to generate, simulate, and evaluate design options will further shift curricula toward systems-level reasoning. Students will increasingly develop frameworks and train design agents to navigate complexity. The IIDF anticipates this direction, offering a structured way to assess and iterate within dynamic, data-driven environments.

Complementing this, my work on You-Centralized virtual community art spaces investigates how participatory metaverse environments can foster community formation, digital equity, and authentic identity representation. These dynamics already appear in gaming ecosystems, decentralized creative communities, and social media filters. Their natural progression is toward broader networks that connect diverse experiential silos. Design studios will, in time, become intelligent multimodal environments where AI tracks learning patterns, provides individualized critique, and simulates spatial responses. This aligns with the logic of intelligent interiors consisting of responsive, evolving, and reflective environments effectively making the classroom a co-creative partner.

Both research areas emphasize the deep interconnection of digital and physical experience, positioning design education as a mediator between cultural expectations and technological realities. Whether through intelligent interiors or community-driven virtual spaces, this work underscores how environments can embody empathy, authenticity, and adaptive intelligence. It supports a vision of future design practice in which students cultivate critical thinking, interdisciplinary collaboration, and responsible innovation across multiple scales.

The biggest things to keep in mind when considering the future of design education is that the iterative process will accelerate, the barrier of entry into design itself will become more accessible, and AI will enable individualized learning trajectories with tailored assignments and real-time skill assessment. But in the same ways photography freed painting from the act of portraiture, AI will expand human creativity exponentially and an unimaginable digital renaissance will ensue.

Ultimately, this integrated research agenda frames design as an ongoing dialogue among people, technology, and place. By incorporating intelligent frameworks, participatory digital systems, and inclusive methodologies into curricula, educators can prepare students not only to respond to the future of design—but to lead it.